

FIGURE 4.3 Target-Method Match

	Selected Response	Written Response	Performance Assessment	Personal Communication
Knowledge	Good Can assess isolated elements of knowledge and some relationships among them	Strong Can assess elements of knowledge and relationships among them	Partial Can assess elements of knowledge and relationships among them in certain contexts	Strong Can assess elements of knowledge and relationships among them
Reasoning	Good Can assess many but not all reasoning targets	Strong Can assess all reasoning targets	Partial Can assess reasoning targets in the context of certain tasks in certain contexts	Strong Can assess all reasoning targets
Skill	Partial Good match for some measurement skill targets; not a good match otherwise	Poor Cannot assess skill level; can only assess prerequisite knowledge and reasoning	Strong Can observe and assess skills as they are being performed	Partial Strong match for some oral communication proficiencies; not a good match otherwise
Product	Poor Cannot assess the quality of a product; can only assess prerequisite knowledge and reasoning	Poor Cannot assess the quality of a product; can only assess prerequisite knowledge and reasoning	Strong Can directly assess the attributes of quality of products	Poor Cannot assess the quality of a product; can only assess prerequisite knowledge and reasoning

Source Adapted from *An Introduction to Student-Involved Assessment FOR Learning*, 6th ed. p. 78, by R J Stiggins & J. Chappuis. 2011. Upper Saddle River, NJ. Pearson Education. Adapted by permission.

Source:

Chappuis, J., Stiggins, R., S., & Arter, J. (2012). *Classroom assessment for student learning: doing it right – using it well* (pp 94). Boston, MA: Allyn & Bacon.